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| **First Colonial High School Learning Plan Template** | | | | |
| **Teacher:** | | | **Date:** | |
| **Unit 4: “Visions of What Will Be” – The Development of Political Parties, Jeffersonian Democracy to Jacksonian Democracy** | | | | |
| **Class: US-VA History** | | | | |
| **Materials: Promethean Board Textbooks Colored Pencils Video/DVD Highlighters**  **Post-it notes Art Supplies Maps/Atlases BYOD** | | | | |
|  | | **Learning Objectives of the VBCPS and Virginia Standards of Learning**:  **11.4.1  Describe the role of selected events and people on the development of political parties.  (VUS.6)**  Events  ­ French Revolution        status of Franco­American alliances  ­  Hamilton’s Financial Plan        assumption of states' revolutionary war debts        creation of the Bank of the United States  ­ Jay's Treaty        most favored nation status for England        French anger; confiscation of American ships  ­ Quasi­War with France        XYZ Affair        Convention of 1800        Alien and Sedition Acts        Virginia and Kentucky Resolutions  Supporters   ­ Federalist supporters       Alexander Hamilton ­  NE business interests (bankers, manufacturers)       John Adams ­ Democratic/Republicans   ­ Anti­Federalist supporters        Thomas Jefferson ­ small farmers, artisans, frontier settlers        James Madison  General policy   ­  Federalists         expand power of national government         protective tarriffs  ­ Anti­Federalists         limit power of national government         low tariffs  **11.4.2  Identify the significance of the Election of 1800.  (VUS.6)**  peaceful transfer of power between differing political groups  12th Amendment  **11.4.3  Describe the sources and effects of American territorial expansion from 1803 to 1845.  (VUS.6)**  Sources:  Year Acquisition Source Effect(s)  1803 Louisiana Purchase purchase from France Lewis and Clark expedition   role of Sacagawea  1818 Oregon Territory  treaty with England  (Convention of 1818)  joint occupation of Oregon Territory  by U.S., England  1809­1819 Florida treaty with Spain  (Adams­Onis Treaty) Spain cedes Florida to U.S.  1845 Texas Annexation Republic of Texas annexation leads to MexicanAmerican  War  Effects:  Increased migration west and south (“Manifest Destiny”)  Displacement of American Indians  Support for Clay’s American system (tariffs, banks, internal improvements to unite, strengthen nation)  **11.4.4   Characterize American foreign policy during the early National Period.  (VUS.6)**  goal of first Presidents  ­ maintain neutrality  ­ give new nation time to stabilize, develop  actions  ­ Washington:  Farewell Address  ­  Jefferson: Embargo Act  ­  Madison:  U.S. entry into War of 1812                     freedom of seas (trade)                     Federalist opposition  ­ Monroe:  Monroe Doctrine (1823)       \* no colonization       \* no interference       \* inherent differences from Europe (republics rather than monarchies       \* U.S. responsibility to Western Hemisphere  **11.4.5  Cite the role of John Marshall in strengthening the Supreme Court and the national government.  (VUS.5)**  Key decisions  ­  *Marbury v. Madison*  *­  McCullough v. Maryland* (“the power to tax is the power to destroy”) (implied powers)  Effects  ­  judicial review  ­  national government strengthened  ­  elastic/supremacy clause  **11.4.6  Assess the factors that increased popular participation in government in the early 19th century.  (VUS.6)**  changes in voting qualifications (universal white manhood suffrage)  spoils system  sectional tensions increase interest group political participation: Whigs, Know Nothings  **11.4.7  Identify the effects of the early Industrial Revolution in  America. (VUS.6)**  **New England textile mills (Samuel Slater)**  increasing number of factories  westward migration  arguments over protective tariffs  Whitney's cotton gin ("King Cotton")  Fulton's steamboat  internal improvements (National Road, Erie Canal)  **11.4.8  Explain the causes of increasing sectional tensions in the early 19th century. (VUS.6)**  election of 1824 (western voters)  Tariff of 1828 ("Tariff of Abominations")  South Carolina Exposition and Protest (John C. Calhoun)  **11.4.9  Trace the democratic and undemocratic characteristics of Jacksonian Democracy. (VUS.6)**  Democratic practices  ­ rise of the "common man," dislike of aristocracy  ­ expansion of suffrage/voter participation  ­ Seneca Falls Declaration (role of Stanton and Anthony)  ­ abolition movement  ­ changes in political parties (Federalists disappear, Whigs and Know Nothings formed to oppose Democrats)  Undemocratic practices  ­ Indian Removal Act (Worcester v. Georgia, Trail of Tears)  ­ slavery  ­ spoils system | | |
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| **Before** | **Learning Target** | As a result of the lesson, what do you want students to know and be able to do? | | |
| **Anticipatory Set – Hook to Activate Prior Knowledge and Relate.** | Map Bellringer Video Clips Discussion Questions Creative Thinking?  Reading Quizzes Digital Survey Brainstorming Activities Think-Pair-Share  Other: | | |
| **During** | **Teaching** | **Instructional Input-**  Direct Instruction/Lecture Reading Activities  Stations Kinesthetic Learning Video Viewing Guides  **Modeling-**  Teacher Directed Demonstrations  **Questioning Strategies-**  Informal Entrance Tickets Digital Activities  Exit Slips Socratic Seminar Value Judgments/Debates | | **Checking for Understanding:**  Bellringer Activity  Exit Slips  Question & Answer  Discussion  Presentations |
| **Guided Practice: Teacher monitored practice on the part of students.** | Teacher-led Peer Review Student-led  Worksheets Performance Task Presentations | | |
| **After** | **Closure: Review and Refocus on major points of emphasis to cue students that the end of class period is near.** | Exit Tickets Quizzes/Tests Presentations  Digital Survey Review Questions | | |
| **Independent**  **Practice – Homework, Classwork, Group Activities.** |  | | |
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| **Teacher Reflection** | | Data: What do formative assessments suggest about the success of the lesson?  **TalentEd Reflection**: As a result of the lesson, what did you want to students to know and be able to do?   1. How will you respond to or address the learners that mastered what you wanted students to know and be able to do at the end of the lesson? 2. How will you support the learners that did not master the objectives? | | |